

Lesson Plan

Teacher:	Class/Group:	Date:
KNPIG ID #: Nf 1101.6 (What's After?, 100-1000)		Task Group Name: What's After?
AVMR Strand: Number Words (forward)		AVMR Construct Level/Color: 5+ Green
Fluency Benchmark for RTI: 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.		
KCAS(s): 1) 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. 2) 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	KCAS Domain and Cluster: Number & Operations in Base Ten 1) Understand place value.	
Learning Target: I can say the number words in forward sequence, starting at any number (1-1000) and name the number word just after a given number in the range 100-1000.		
Setting/Materials: At least one set of 20 consecutive numeral cards within the range 100-1000, not necessarily starting with 100; enough so each student will have 5 cards (e.g. for 4 players use 20 cards with any range such as numbers 181 to 220; for 3 players use 15 cards with any range such as numbers 737 to 751, etc.)		
Activity: Deal all the cards to the two to five players so each player will have 5 cards within the range 100 to 1000 (in the range 181 to 220 player one may have 184, 195, 216, 203, 192 and player two may have 193, 201, 210, 188, 219, etc.). Each player studies the cards in his/her hand and lays down the lowest numeral card. The teacher checks each player's decision. Looking at the cards on the table, the group decides which card is the lowest. The lowest card on the table stays, while the other cards are returned to the players' hands from which they came. Play now continues as the students place the remaining numeral cards in forward sequence, one by one, on top of the numeral card showing, until all of the cards are played. The player with the last card in the sequence is the winner.		

Evidence of Learning (Diagnostic Assessment of Progress):

Say a number in the range of 100--1000. Have the child tell the number word after that number.

Teacher Notes:

If possible, have students create a set of 20 consecutive numeral cards from a chosen number between 100-1000. The set of cards can either start or end at the chosen number. The website link is a place to find printable numeral cards. Note students who are having difficulty with quantity and numeral identification. Also, pay attention to difficulties with reversals and crossing the decade or century. For support use number grids, arrow cards and/or base-ten blocks.

Printables Link:**Student Instructions Link:****Nf1101.6**